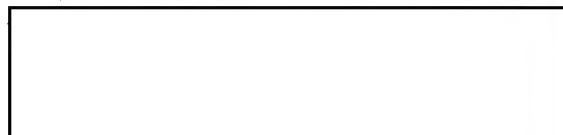


DD/A Registry

4 Sep 79

TRAINING-6

MEMORANDUM FOR: Deputy Director for Administration

25X1 FROM:
Midcareer Course DirectorSUBJECT: Arrangements for Presentation to
Midcareer Course No. 68 25X1 1. This will confirm our invitation for you to speak
to Midcareer Course No. 68 at the
 as shown in the attached schedule. 25X1 2. The following comments may be of some assistance
to you in preparing for your presentation. Over the years,
Midcareer Course participants have been consistently critical
over, what they perceive to be, abuse and misuse of visual aids
by speakers. Listed below are a few of the major criticisms
voiced by previous classes: 25X1 a. Visual aids tend to be treated more as
lecture notes rather than as supplements to the
presentation--to clarify, emphasize, explain, or
illustrate in a clear concise manner a particular
point or concept; a visual aid should not be able
to stand alone, but the speaker should be able to
do so. 25X1 b. Slides and vugraphs are read, word-by-word,
to a literate class. 25X1 c. When using visual aids, many speakers tend
to talk to the screen instead of facing the class:
if a visual aid requires an explanation, it is not
an effective one. Downgrade to CONFIDENTIAL
Upon Removal of Attachment

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25X1

d. Many speakers either have a fear of the lavalier microphone or have a misconception concerning the ability of their voice to carry to the back of the long classroom (especially when they are pacing or are addressing the slide on the screen). Small group briefing is not the same as addressing a large group in a large classroom. No harm is done by wearing the lavalier mike (even if one has a good speaking voice); a presentation which is heard by only half the class is ineffective.

25X

e. Pages of fine print are projected which can not be read beyond the front row, and for which little time is given to be read.

25X

f. Each speaker appears to believe that he is the only one who uses visual aids; or, if one speaker uses such aids, all appear to feel compelled to do so.

25X

g. Although only a few visual aids may be used, the speaker keeps the slide or vugraph on the screen and the classroom darkened throughout the entire period: four to six hours in a darkened classroom is more conducive to sleeping than to learning.

25X

3. Related to the comments concerning abuse of visual aids, is the criticism that speakers use too much valuable time on wiring diagrams, and on organizational, administrative, and fiscal topics. Moreover, speakers from the same major Agency component tend to repeat the same basic topics, using the same visual aids. To avoid the foregoing criticism, each participant has been given advance reading material on the organization and administration of the major components and subelements of the Agency. Since some of the material is dated, significant changes will be discussed by the course director prior to presentations by speakers from the major component. In view of the above, speakers are requested to cover the following topics:

25X1

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25X1

a. Description and explanation of the component's function, responsibilities, products and consumers. ☐

25X

b. An explanation of that unit's functional and product interrelationship with other Agency and Intelligence Community elements. ☐

25X

c. Current functional or substantive problems and challenges impacting on the unit (but not in terms of personnel or fiscal limitations). ☐

25X

d. Anticipated changes, direction, thrust, problems, or challenge the unit may or expects to face in the near future (over the next ten years). ☐

25X

25X

25X1 6. If you will be using any visual aids, please let our
25X1 Training Assistant, ☐ know in advance on extension
25X1 ☐ If you have any questions regarding the Midcareer Program,
please let us know. ☐

25X

25X1 Attachment:
Course Schedule ☐

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S E C R E T